**ARI PLU Assignment Two**

**3-2-1**

1. **Important Details**
2. Since formative assessments are considered part of the learning, they need not be graded as summative assessments (end-of-unit exams or quarterlies, for example) are. They should be used to:
   * check for understanding along the way and guide teacher decision making about future instruction;
   * provide feedback to students so they can improve their performance
   * Carol Ann Tomlinson’s Quote, “Informative Assessments isn’t an end in itself, but the beginning of better instruction.”
3. The National Forum on Assessment suggests that assessment systems include opportunities for both individual and group work.
4. Types of Assessment Strategies to gather ‘evidence of learning’ are:

* Summaries and Reflections
* Lists, Charts, and Graphic Organizers
* Visual Representations of Information Collaborative Activities

**2 Connections to My Leadership Role**

1. Formative assessments should be quick, on-the-spot, non-graded assessments of whether the kids are "getting it". As an instructional leader, I need to be able to assist the teachers with integrating these types of assessments on a continual basis so that they will have total ‘buy-in’ to the benefits that can be gained. As well, I need to assist the teachers in being able to prescribe strategies to alleviate the deficiencies after diagnosing the students.
2. As stated in the article, teachers need to change their approach to assessing. As an instructional leader, I need to assist the teachers with this transition to ensure that assessments are used as sources of information for both students and teachers, that assessments are followed with high-quality corrective instruction, and that they provide students second chances to demonstrate success.

**1 Question**

* How can we develop teacher buy-in to these concepts without making them feel they are being given additional work to do?

Dodge, Judith, “Formative and Summative Assessments in the Classroom,”

Excerpt: “25 Quick Formative Assessments for a Differentiated Classroom,

2008, <http://www.scholatic.com/professional>, (Sept. 2010).

**3-2-1**

1. **Important Details**
2. Our assessment practices historically have been designed to promote accountability by separating the successful from the unsuccessful learners and by highlighting their differences. We have available today all of the ingredients needed to use assessment productively. These ingredients include a large-scale assessment legacy, banks of high-quality test items for formative assessments, information management technologies, and the capacity to provide teachers with much needed professional development in the classroom assessment.
3. Three Critical Foundations
   1. Framework of achievement expectations to be reflected in the exercises and scoring schemes of its various component assessments (keys to quality must be met)
   2. Commitment to developing and implementing standards-based schools.
   3. Accurate assessment

Four Standards of Quality –

* + 1. must be designed to serve a specific, predetermined purpose
    2. Arise from a specific, predetermined definition of achievement success
    3. Be designed specifically to fit into each particular purpose and target context
    4. Communicate their results effectively

1. Classroom assessment for student learning turns the classroom assessment process and its results into an instructional intervention designed to increase, not merely monitor, student learning, confidence, and motivation. One unique feature of the formative assessment for learning process is that it acknowledges the critical importance of the instructional decisions made by students and their teachers working as a team – it provides the information they need when they need it. Another important feature is its reliance on repeated self-assessments, each of which instructs the learner on how to improve performance on the next one.

**2 Connections to My Leadership Role**

1. It is necessary to follow a proven set of principles of assessment for learning, according to Stiggens ( 2004) that shows students what success looks like, how close they are coming to that target as they work, and how to continue to close the gap between their work and the agreed vision of excellence. The principles are:
2. Start instruction by sharing a student-friendly version of the learning target with the learners
3. Accompany that with samples of student work that reveal the full range of quality.
4. Provide student with continuous access to descriptive feedback; help them see how to do better next time.
5. Help them learn how to generate their own descriptive feedback.
6. Teach one facet of quality at a time.
7. Teach student the practice of focused revision – how to improve their work one facet at a time.
8. Teach students to understand, keep track of, and reflect on changes in their own proficiencies as they evolve over time.

It will be my responsibility to ensure teacher buy-in to implementing these aspects. I have the charge of translating this information into a working practice with the schools, faculty, staff, and students I support so that all parties realize that comprehensive, professional learning programs on sound assessment practice represent the only solution to the long-standing gap in the professional competence of our teachers.

1. I foresee my responsibility as a instructional leader to include modeling of sound assessment for learning practices and to provide in-service programs for teachers, principals and other stakeholders that incorporate the principles of sound professional development synthesized by the National Staff Development Council to:
2. Focus on strategies proven to improve student learning
3. Enable teachers to reflect on and improve their practice
4. Be an ongoing program, promoting continuous development over time
5. Merge into the normal work of teachers, helping them learn by working in their own, real, classroom context
6. Accommodate difference in teachers’ starting places and rates of learning.

**1 Question**

Are the public school systems in Alabama, more specifically Montgomery County, ready for balanced assessment? And if so, will the teachers and other practitioners be given the opportunity to learn to assess effectively?

Stiggins, Rick, “Assessment for Learning: A Key to Motivation and Achievement,” Edge. Vol. 2, No. 2, pp. 3-19, November/December 2006.

**3-2-1**

1. **Important Details**
2. Formative assessment is all about sharing information. Teacher-to-student communication—teachers showing students where teachers believe learning should be headed and what students need to do to get there—is important in formative assessment, just as in conventional assessment.
3. The power of formative assessment comes from the addition of student-to-teacher communication. Each student shows the teacher all along the way where his or her understanding is deep, shallow, or stalled.
4. Observations detailed in the article indicated that that involving students in formative assessment led to increased student motivation and observable signs of students taking ownership of their own learning: setting their own goals, monitoring progress towards goals, and understanding which strategies and actions could most help their progress.

**2 Connections to My Leadership Role**

1. As an instructional leader, I need to ensure that the teachers are aware of how powerful the communication brought about by formative assessment is and to reinforce that they can not leave out the most powerful part, ‘student-to-teacher communication’.
2. Teachers want students to be responsible but they often handicap them by allowing them to only be responsible for what the teacher feels they want them to handle. Teachers don’t want to give up the ‘control’ in the classroom to employ various strategies that will improve student learning. As an

instructional leader, I need to be able to guide and lead the teachers through the appropriate use of formative assessments to support this release of responsibility back to the student. I will also need to help the teachers realize that this will be something that will take sustained practice to master. Teachers have to be willing to allow students to gain ownership of their learning before they can empower the students to do so. It is my responsibility to drive this home for teachers.

**1 Question**

* What are the most effective, time considerate methods for providing student feedback from formative assessments, especially for time restrained reading blocks like most of the upper elementary grades have in our system?

Brookhart, Susan, Connie Moss, & Beverly Long, “Formative Assessment that

Empowers: Giving Students Ownership of Learning,” Vol. 66, No. 3, pp. 52-57,

November 2008.